DOCUMENT RESUME

ED 365 815 CE 065 440

AUTHOR Alegria, Fernando L., Jr.; Figueroa, Jose R.
TITLE Study of the JTPA Eight Percent Education Coordination and Grants Set-Aside and the Three Percent Set-Aside Training Program for Older Individuals.
INSTITUTION National Governors' Association, Washington, DC. Center for Policy Research and Analysis.
PUB DATE Mar 86
NOTE 69p.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Adult Education; Budgeting; Cooperative Programs; *Coordination; Curriculum Development; Economically Disadvantaged; *Educational Cooperation; Federal Programs; National Surveys; *Older Adults; Postsecondary Education; Program Administration; *Resource Allocation; Secondary Education; Staff Development; State Programs; Technical Assistance
IDENTIFIERS *Job Training Partnership Act 1982

ABSTRACT

Between October and December 1985, a national survey gathered information from 37 states on the 3 percent and 8 percent set-aside programs. Approximately three-fourths of the responding states administered the 3 percent program for older individuals through the same state employment and training unit responsible for the basic Title II-A program; the same proportion of states involved local service delivery areas (SDAs) and private industry councils (PICs) in policy formulation; and State Units on Aging played a significant role in policy formulation. The use of Request for Proposals (RFPs) decreased and then increased; the use of some form of needs-based substate allocation formula remained steady. The population served under the older workers program was different from that served under the JTPA Title II-A. Over one-half the 3 percent program terminees participated in job search assistance; three-fifths received preemployment services. State education units, State Job Training Coordinating Councils and PICs played important roles in formulating policies affecting the 8 percent set-aside program. States were fairly evenly divided in use of formulas, RFPs, and other strategies to distribute 8 percent funds. Marked differences existed between the services provided under the 8 percent and Title II-A programs. States funded a large array of activities with the coordination portion of the 8 percent set-aside. (Appendixes include program descriptions.) (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 365 815

STUDY OF THE JTPA EIGHT PERCENT EDUCATION COORDINATION AND GRANTS SET-ASIDE AND THE THREE PERCENT SET-ASIDE TRAINING PROGRAM FOR OLDER INDIVIDUALS

March 1986

Prepared by:
Fernando L. Alegria, Jr.
and
Jose R. Figueroa

Employment and Vocational Training Program
Center for Policy Research and Analysis
National Governors' Association

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE THIS MATERIAL IN OTHER THAN PAPER COPY HAS BEEN GRANTED BY

R y Bond

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

CE065440

BEST COPY AVAILABLE

INTRODUCTION

The Job Training Partnership Act (JTPA) of 1982 requires that each Governor allocates among service-delivery-areas (SDAs) 78 percent of the state allotment received under Title II-A to provide training services for disadvantaged adults and youth. The remaining 22 percent of Title II-A funds, commonly referred to as the "state set-asides", is required to be used in the following manner:

(a) Three percent to conduct training programs for older individuals;

(b) Five percent for the cost of auditing activities, for administrative activities and for support of the State Job Training Coordinating Council;

(c) Six percent to provide incentive grants for programs exceeding performance standards and technical assistance to SDAs; and

(d) Eight percent to provide education and training services to participants under Title II.

To date, little information has been available on use of state set-aside funds, such as who is served under these programs, how they are being served, and to what benefit. There are several reasons for this lack of information. First, federal reporting on participant characteristics for the JTPA set-asides has not been required. Second, federally-required financial reporting on the set-asides is aggregated so that separate analysis of the

different programs is not possible. Third, process evaluations and the Job Training Longitudinal Survey (JTLS) which provide the only source of program information have not covered the set-aside programs. The U.S. Department of Labor's proposed reporting changes that include separate reporting on this set-aside would, of course, remedy this situation in the future.

In a special effort to gather information on the three percent and eight percent set-aside programs, NGA conducted a survey between October and December, 1985. The study covered administrative arrangements, substate allocation procedures, program services and participant mix for Program Year 1984. Administrative changes for Program Year 1985 were also included in the study. In addition, the survey collected information on program models. Thirty-seven states responded to the NGA survey. (See Appendix A for a list of respondents.) These 37 states accounted for approximately 70 percent of the Program Year 1984 resources in the set-aside programs. This report presents the findings of this study.

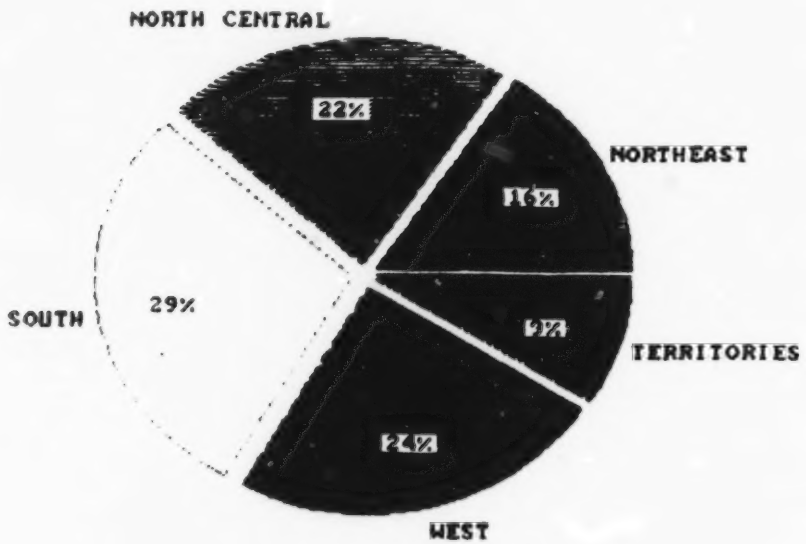
Characteristics of respondent states were compared to characteristics of all states to determine how representative the respondent states were of all states. The two groups were compared based on regional distribution, number of SDAs and percentage of population 55 years and older.

All states were divided by region using Bureau of Census definitions; territories were included in one category. The regional distribution for all states is very similar to the regional distribution of the respondent states. A comparison of regional distribution for all states and respondent states is presented in Exhibit 1.

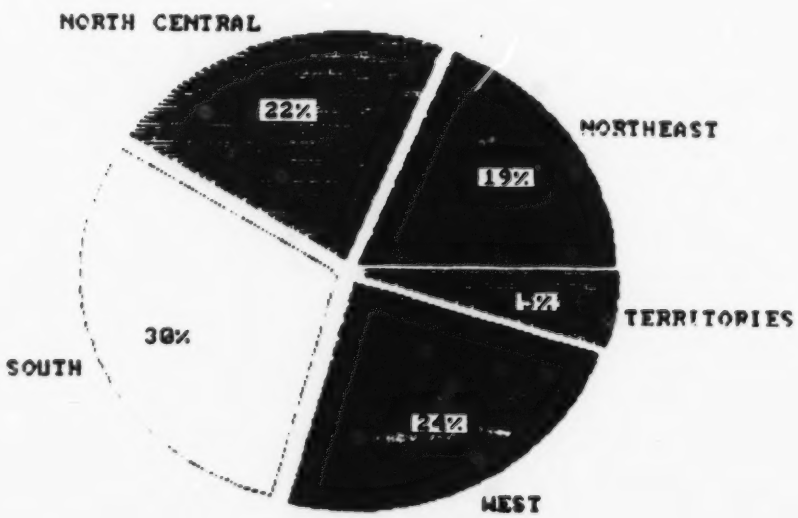
Exhibit 1

Comparison of Regional Distributions
for States and Respondents

STATES' REGIONAL DISTRIBUTION



RESPONDENTS' REGIONAL DISTRIBUTION



The second factor used to compare both groups was number of SDAs. For this comparison, territories were excluded since only two single SDA territories responded to the survey. The first step was to separate single SDA states. Then, states with two or more SDAs were ranked according to the number of SDAs. The second step was to divide the group into quartiles or four groups, each one including approximately 25 percent of the states with two or more SDAs. The first category included states with 2 to 5 SDAs; the second, states with 6 to 11 SDAs; the third, states with 12 to 16 SDAs; and the last one, states with 17 or more SDAs. Respondent states were classified using these four categories plus a single SDA category to compare respondents to all states. Table 1 shows that the distribution of number of SDAs for both groups are relatively similar.

TABLE 1

Distribution of Number of SDAs for all States and Respondents

Number of SDAs in State	All States		Respondents	
	Number	Percentage	Number	Percentage
Single SDA	8	16	4	11
2 - 5 SDAs	11	22	8	23
6 - 11 SDAs	9	18	7	20
12 - 16 SDAs	11	22	9	26
17 + SDAs	11	22	7	20

The third factor used to compare all states and respondents was percentage of population 55 years and older since the three percent set-aside program only serves individuals 55 years and older. States were ranked according to their ratio of individuals 55 years and older to the entire state population. The same steps used to compare both groups by number of SDAs were used to compare states by percentage of individuals 55 years and older. Table 2 summarizes this comparison which shows that the respondent states'

distribution of the percentage of individuals 55 years and older tends to follow the patterns of all states' distribution of such individuals.

TABLE 2

Distribution of Percentage of Population 55 Years and Older for all States and Respondents

Percentage of State's population 55 yrs. & Older	All States		Respondents	
	Number	Percentage	Number	Percentage
8-18	12	24	7	20
19-20	13	26	11	31
21-22	13	26	8	23
23 +	12	24	9	26

Based on these three factors, it can be concluded that the respondent states included in this study adequately represent all states and territories.

JTPA THREE PERCENT SET-ASIDE TRAINING PROGRAM FOR OLDER INDIVIDUALS

Section 124 of the Job Training Partnership Act authorizes the Governor to set aside three percent of the state's Title II-A allocation for job training programs and placement of older individuals in employment opportunities with private business concerns. For the current Program Year 1985, the three percent set-aside amounts to approximately $56.6 million. Only individuals who are economically disadvantaged and are 55 years of age or older are eligible to participate in this program.

Organizational Arrangements

NGA obtained information on the interagency and organizational arrangements made at the state level for administering the three percent program. Approximately three-fourths of the states participating in the study administered the three percent program through the same state employment and training unit responsible for the basic Title II-A program. The same proportion of states involved local Service Delivery Areas (SDAs) and Private Industry Councils (PICs) in policy formulation.

At the same time, State Units on Aging (SUA) played a significant role in policy formulation. The SUA's role ranged from actually being delegated responsibility for administering the program in one-fifth of the states to coordination and advisory functions in the others. Although only minimal changes in state program responsibility are taking place in Program Year 1985, the importance of SUAs seems to be increasing as states attempt to deal with

recruitment and other problems. SUAs are seen by many state JTPA agencies as a valuable resource for assessing the needs of older individuals and for determining how to serve them.

Resources

States have experimented with different funding approaches and ways of better accessing the older worker community to accelerate program participation and overcome initial problems in program implementation.

States have used a combination of resource allocation strategies to distribute the three percent funds. The use of Request For Proposals (RFPs) seems to have decreased during Program Year 1984 and now seems to be increasing again. For example, during the Transition Year Oct. 1, 1983 - June 30, 1984, 20 out of 35 states that responded to an NGA survey used RFPs to distribute all or some part of three percent resources, as compared to 15 out of 37 states in Program Year 1984 and 17 out of 37 states in Program Year 1985. The most important considerations in awarding contracts through these RFPs have been the quality of the training proposed and the experience of the proposed contractor.

The use of some form of needs-based substate allocation formula has remained rather steady since 1983. One-fifth of the states responding distributed all of the three percent funds through such a formula and another two states distributed 75 percent to 80 percent of their resources in this way. While three states used the Title II-A formula, the remainder distributed the money based on a combination of factors based on census, unemployment, state planning and other data available at the state level. For example, one state targeted resources based on the number of those individuals

55 or older below the poverty level. Another used data on Medicaid enrollments of those 55 and older.

Although performance-based contracting is reported to be used extensively at the local level in contracting for services under the basic Title II-A program, it does not seem to be used extensively in the three percent set-aside program. Only one in every five states used such a contracting method and even in these states its use varied from minimal coverage to being the only contracting method used.

A relationship between the type of agency administering the program and the method used to distribute the funds might be expected. Analysis of data, however, indicates that no relationship exists between the agency administering the three percent set-aside program and the method used to distribute the funds. Table 3 summarizes information regarding administration and distribution of the three percent set-aside program.[1/]

1/ See Technical Appendix for additional statistical results.

TABLE 3

Distribution of States by Unit Administering the Three Percent Program and Method Used to Allocate Funds

July 1, 1984 - June 30, 1985

Unit Administering the Program	Method Used for Allocation of Funds: RFP (100%)	Title II-A Formula (100%)	Needs Based Formula (100%)	Other Formula (100%)	Combination of methods	Total
State Unit on Aging	2	1	1	1	2	7 (19%)
State Employment Training Unit	8	2	6	2	8	26 (70%)
Other Unit within Dept. of Labor/ Human Resources	1	0	0	0	2	3 (8%)
State Job Service	0	0	0	0	1	1 (3%)
Total	11 (30%)	3 (8%)	7 (19%)	3 (8%)	13 (35%)	37 (100%)

Another factor that might be expected to affect the method selected to allocate funds is the number of Service Delivery Areas (SDAs) within a state. Using the state-SDA quartile division previously described, the relationship between number of SDAs and method used to allocate three percent program funds was examined. Analysis of the data shows no direct relationship. It should be noted, however, that Title II-A formula was used to allocate three percent funds only by states with 12 to 16 SDAs. In addition, both territories included in the study used a combination of strategies to allocate the three percent funds. Results suggest that methods used to allocate three percent funds are similarly distributed among the states independent of the number of SDAs. Table 4 presents the distribution of states by number of SDAs and method used to allocate funds.[2/]

2/ See Technical Appendix for additional statistical results.

TABLE 4

Distribution of States by Number of SDAs and Method Used to Allocate Three Percent Program Funds

July 1, 1984 - June 30, 1985

Number of SDAs within the State	Method Used for Allocation of Funds: RFP (100%)	Title II-A Formula (100%)	Needs Based Formula (100%)	Other Formula (100%)	Combination of Methods	Total
Territories	0	0	0	0	2	2 (5%)
Single SDA	2	0	0	1	1	4 (11%)
2-5 SDAs	3	0	2	0	3	8 (22%)
6-11 SDAs	3	0	1	0	3	7 (19%)
12-16 SDAs	2	3	1	1	2	9 (24%)
19 + SDAs	1	0	3	1	2	7 (19%)
Total	11 (30%)	3 (8%)	7 (19%)	3 (8%)	13 (35%)	37 (100%)

Individuals Served

This section reports findings regarding three percent participant characteristics. Title II-A and three percent participant characteristics are compared to determine differences between populations served under the programs. First, the three percent population is compared to the Title II-A adult (22 years and older) population. Then, the three percent population is compared to Title II-A participants 55 years and older. The last part of this section presents results of a comparison of three percent participant characteristics for states using performance-based contracting and states not using this method of resource allocation.

In 34 states, which were able to provide NGA with information about participant characteristics, a total of 18,180 individuals were served under the three percent program during Program Year 1984. Analysis of the characteristics of program terminees suggests that the population served under the older workers program is different from the population served under the JTPA Title II-A. To begin with, age data reflect the eligibility criteria contained in the legislation. More than 90 percent of the terminees who entered employment were between 55 and 64 years of age at the time of enrollment; the remainder were over 65. To a certain extent the environment in which the program operates is reflected in the characteristics of those individuals who are served by the three percent program and is a contributing factor to the recruitment problems faced by the system. States report that some individuals over 62 years of age who receive social security are reluctant to participate because they fear that the income they earn in a job will reduce their social security payments. This factor, when coupled with the fact that younger individuals are more likely to be placed in unsubsidized jobs, results in the vast majority of those served being under 62 years of age.

Moreover, the data also suggest that proportionally more women, but fewer public assistance recipients, were being served under the three percent program than under the Title II-A program. Only 1 in 10 three percent program terminees who entered employment received public assistance during Program Year 1984 where 40 percent of Title II-A terminees who entered employment received public assistance during the same time period. Minority participation appears to be comparable to that under Title III, but less than that under Title II-A. Also, terminees were considerably less well educated than those served under these other parts of JTPA. While 4 in every 10 of three percent program terminees who entered employment had less than a high

school diploma, only one quarter of adults under Title II-A and one fifth of those under Title III had not completed high school.

Some states have reported problems in recruiting individuals who meet the program's income eligibility criteria. There are several reasons for this situation. Most states count social security benefits as income for purposes of JTPA income eligibility determination. To overcome this obstacle, at least 9 states have begun excluding social security income and 32 states consider older individuals as "a family of one" in making eligibility determinations.[3/] Many income eligible older individuals live in rural areas in which recruitment and service delivery is more difficult to accomplish. It should be noted that many of these ineligible individuals are just over the income criteria. The JTPA program limits eligibility to those older individuals with income below 70 percent of the lower living standard or 100 percent of the Office of Management and Budget (OMB) poverty level. In contrast, the Title V Older Americans Act program offers opportunities for community work experience and supportive services to individuals with incomes below 125 percent of the lower living standard. Given these problems, it has been suggested by some states that eligibility for the two programs be made consistent. Alternatively, the "10 percent window" of eligibility might be extended to the three percent program to enable states to increase participation in the program. Table 5 presents a comparison of Title II-A and three percent programs by characteristics of terminees who entered employment.

3/ National Association of State Units on Aging
Selected Eligibility Factors Affecting Older Workers Participants in JTPA, February, 1986

TABLE 5

Distribution of Title II-A and Three Percent Program Terminees
Who Entered Employment By Selected Characteristics

July 1, 1984 - June 30, 1985

CHARACTERISTIC	TITLE II-A* (%)	THREE PERCENT PROGRAM ** (%)
SEX		
Male	51	42
Female	49	58
MINORITY STATUS		
White	60	71
Black	26	22
Hispanic	10	3
Other	3	4
AGE AT ENROLLMENT		
22-54 yrs.	95	N/A
55+ yrs.	5	100
55-64 yrs.	-	93
65+ yrs.	-	7
EDUCATION		
School Dropout	24	36
High School or Equivalent	51	39
Post High School	25	25
RECEIVING PUBLIC ASSISTANCE		
Yes	41	11
No	59	89

*Adults (22 years and older) - Breakouts for 55+ years not available.
Job Training Longitudinal Survey (JTLS)
U.S. Department of Labor

**NGA Set-aside Program Survey

The NGA survey also gathered information regarding Title II-A participants 55 years and older. Only 15 states, however, were able to provide this type of information. (See Appendix A for a list of states.) In these 15 states, 3,044 individuals 55 years and older were served under the JTPA Title II-A during Program Year 1984. In contrast, almost twice this number, 5,789, were

served under the three percent set-aside program during the same period of time. Based on the limited number of respondents, it seems that the population served under the three percent program is similar to participants 55 years and older served under JTPA Title II-A. A comparison of three percent and Title II-A participants 55 years and older is presented in Table 6.

TABLE 6

Distribution of Three Percent Program and Title II-A
Program Terminees 55 Years and Older who
Entered Employment by Selected Characteristics

July 1, 1984 - June 30, 1985

CHARACTERISTIC	TITLE II-A* (%)	THREE PERCENT PROGRAM (%)
SEX		
Male	43	42
Female	57	58
MINORITY STATUS		
White	71	74
Black	23	20
Hispanic	2	4
Other	4	2
EDUCATION		
School Dropout	40	40
High School or Equivalent	38	42
Post High School	22	18
RECEIVING PUBLIC ASSISTANCE		
Yes	8	7
No	92	93

* Individuals 55 years and older

NGA conducted further analysis to determine if the characteristics of the three percent program population for those states using performance-based contracting were different than those for states not using this method of resource allocation. Table 6 presents the results of this analysis. There

seems to be no substantial difference between the populations served by those states using performance-based contracting and those not using it. There are, however, some differences such as percentage of minority groups served, educational attainment and percentage receiving public assistance. The differences might be due to effects of state and local labor market and population differences. At this time, it is not possible to control for these extraneous factors. In addition, it should be noted that only seven states used performance-based contracting and its use ranged from 5 to 100 percent of the resources.

TABLE 7

Distribution of Three Percent Program Terminees Who Entered Employment By Selected Characteristics and Use of Performance Based Contracting

July 1, 1984 - June 30, 1985

CHARACTERISTIC	PERFORMANCE-BASED CONTRACTING (%)	NOT USING PERFORMANCE-BASED CONTRACTING (%)
SEX		
Male	38	43
Female	62	57
MINORITY STATUS		
White	69	71
Black	28	21
Hispanic	1	4
Other	2	4
AGE AT ENROLLMENT		
55-64 yrs.	91	97
65+ yrs.	9	3
EDUCATION		
School Dropout	41	34
High School or Equivalent	47	35
Post High School	13	31
RECEIVING PUBLIC ASSISTANCE		
Yes	18	8
No	82	92

Services Being Provided

Information on program activity suggests some differences between the services provided to older individuals in the three percent and to adults in the Title II-A programs. In contrast to the Title II-A program in which about one-fourth of the adult terminees received job search assistance, over one-half of the three percent program terminees participated in this component. Three-fifths of the three percent program terminees received pre-employment services. In addition, in states involved in direct placement activities approximately 20 percent of the three percent program terminees were directly placed in jobs. The heavy activity in short term counseling and labor exchange type components in the three percent program reflects the fact that many older individuals have marketable skills and have, throughout their lifetimes, had a great deal of experience working.

In some cases, work experience is provided in conjunction with job search and pre-employment services to give older unemployed individuals the self-confidence to successfully compete again with younger workers in the labor market. Reflecting the limitations on resources for work experience under JTPA, less than 10 percent of the terminees in the three percent program participated in this component. Since work experience is the major activity under the Title V Older Americans Act program, it is likely that at least some JTPA services were provided in conjunction with the Title V program.

More than a quarter of three percent terminees received classroom training including vocational training and some of the terminees in the states from which data were obtained did receive some form of educational service such as remedial English instruction, English as a second language and preparation for

the GED. Approximately one fifth of three percent terminees participated in on-the-job training; this is below the 27 percent OJT participation of adults in Title II-A programs. The data reflect comments by state administrators that they have trouble developing OJT slots for older individuals because of the negative attitudes held by some employers regarding the hiring of older workers. Table 8 presents a comparison of activities provided under the three percent and Title II-A programs.

TABLE 8

Distribution of Title II-A and Three Percent Program Terminees by Selected Activities

July 1, 1984 - June 30, 1985

ACTIVITY	TITLE II-A* (%)	THREE PERCENT PROGRAM** (%)
CLASSROOM TRAINING	37	27
ON-THE-JOB TRAINING	27	21
JOB SEARCH	23	57
WORK EXPERIENCE	4	8

*Adults (22 years and older) Source: JTLS, U.S. Department of Labor

**NGA Set-aside Program Survey

Most of the differences between the services provided under the three percent and JTPA Title II-A programs still hold after controlling for age. However, the proportion of individuals 55 years and older receiving job search assistance is similar for the three percent and Title II-A programs. It must be noted that these conclusions are based on the 15 states which provided information for individuals 55 years and older served under Title II-A. A comparison of services provided to these individuals under the three percent and Title II-A is presented in Table 9.

TABLE 9

Distribution of Three Percent and Title II-A
Program Terminees 55 Years and Older by
Selected Activities

July 1, 1984 - June 30, 1985

ACTIVITY	TITLE II-A* (%)	THREE PERCENT PROGRAM (%)
CLASSROOM TRAINING	31	24
ON-THE-JOB TRAINING	24	14
JOB SEARCH	47	49
WORK EXPERIENCE	2	7

* Individuals 55 years and older

Participant Outcomes

Little data is available on participant outcomes under the program because of the previously stated reporting situation and the fact that only 9 of the 37 states responding to the NGA survey indicated that they have imposed performance standards on the three percent program. Nevertheless, in the states responding to the survey, performance of the three percent program in terms of the rate of terminees who entered unsubsidized employment (64%) was close to that for adults in the Title II-A program (69%). The entered employment rate varied greatly among states ranging from 3three percent to 93 percent. The average hourly rate at placement was only $4.52 for the three percent program compared to $4.74 per hour for Title II-A terminees 55 and over. The average hourly rate for three percent program ranged from $3.49 to $5.41 among the states.

Further analysis was conducted to compare outcomes for the different resource allocation methods. Program outcomes varied with the method used to allocate three percent program funds. States using only formulas (Title II-A, Needs Based, Other) to distribute 100 percent of three percent funds had a higher entered employment rate than those states using RFPs or a combination of methods. Similarly, the entered employment rate variance for states using formulas was smaller than that for states using RFPs and a combination of methods. The average hourly wage at placement varied with each method used to allocate three percent program funds. Table 10 presents entered employment rate and average hourly wage for each of the methods used to allocate three percent monies.

TABLE 10

Comparison of Three Percent Program Outcomes by Method Used to Allocate Funds

July 1, 1984 - June 30, 1985

Method Used for Allocation of Funds	Entered Employment		Average Hourly Wage	
	Average (%)	Range (%)	Average ($)	Range ($)
RFP (100%)	59	33-82	4.43	3.49 - 5.41
Title II-A Formula (100%)	71	66-76	3.72	3.60 - 3.78
Needs Based Formula (100%)	67	65-75	4.51	3.81 - 4.74
Other Formula (100%)	72	66-78	4.02	3.97 - 4.22
Combination of Methods	61	52-93	4.70	4.23 - 5.04

Similar analysis was conducted to compare outcomes for states using performance-based contracting and for states using other procurement methods. Although outcome averages for both groups were similar, the variance for states using performance-based contracting was much lower than that for the other group. Table 11 summarizes these findings. Although the average entered employment rate for states using performance-based contracting was comparable to that for states not using this allocation method, the variance between states differed significantly. The range for states using performance-based contracting was 60-64 percent compared to a range of 33-93 percent for the group of states not using performance-based contracting. In Program Year 1984, the average hourly wage at placement for states using performance-based contracting was $4.60 compared to $4.49 for states not using this method.

TABLE 11

Comparison of Three Percent Program Outcomes by Use of Performance-Based Contracting

July 1, 1984 - June 30, 1985

Performance-Based Contracting	Entered Employment		Average Hourly Wage at Placement	
	Average (%)	Range (%)	Average ($)	Range ($)
Yes	61	60-64	4.60	3.66 - 4.98
No	64	33-93	4.49	3.49 - 5.41

JTPA EDUCATION COORDINATION AND GRANTS SET-ASIDES

(THE EIGHT PERCENT SET-ASIDE PROGRAM)

JTPA EDUCATION COORDINATION AND GRANTS SET-ASIDE

(THE EIGHT PERCENT SET-ASIDE PROGRAM)

Section 123 of the Job Training Partnership Act (JTPA) makes eight percent of Title II-A funds available to Governors to provide financial assistance to state education agencies responsible for education and training. Governors must use a portion of these funds to facilitate the coordination of services provided by state and local education and training programs. The Act specifies that at least 80 percent of the State Education Coordination and Grants Set-Aside funds are to be used to provide education and job training to youth, adults and other individuals whom the Governor determines require special assistance. The Act also specifies that up to 20 percent of the funds may be used for technical assistance, professional development, and other indirect activities aimed at coordinating education and job training.

The eight percent set-aside program operates under different provisions than other JTPA programs. At the outset, up to 25 percent of the people served need not be economically disadvantaged. Further, the normal JTPA spending caps apply differently. There is no administrative cap on the 20 percent which can be spent on coordination nor is there a limitation on the amount spent for support services under the 80 percent portion. Another important difference is that the portion of the eight percent set-aside funds used to provide services (80 percent or more) must be matched on a 1:1 basis with non-JTPA resources. In addition, no federal performance standards apply to the eight percent program.

Organizational Arrangements

State education units, State Job Training Coordinating Councils and Private Industry Councils all play an important role in formulating policies affecting the eight percent set-aside program in 90 percent of the states participating in the study. In almost half of the states studied, local school districts participate in formulating policies affecting the eight percent program.

Organizational arrangements for administering both the coordination and services portions of the eight percent program differ considerably among states. One-third of the states studied administered the coordination portion through the same state employment and training unit responsible for the basic Title II-A program. Another quarter used the state vocational education unit while one-third used other agencies within the state unit in charge of education.

In contrast, about one-half of the states administered the services portion through the employment and training unit while only one-fifth of the states administered the program through the state vocational education unit and one-quarter through other agencies within the state unit in charge of education.

Few changes have been made for Program Year 1985. Two states have shifted responsibility for the services portion of the eight percent program from the state employment and training unit to the state vocational education unit.

Resources

States have used local, state and federal funds to match eight percent set-aside funds. Twenty-seven states out of 36 used in-kind contributions to match eight percent funds. In 20 of these states, in-kind contributions accounted for all of the required match. In four states, all of the match came from cash contributions. The remaining states used a combination of in-kind and cash contributions. In-kind contributions ranged from 20 to 95 percent and cash contributions ranged from 5 to 80 percent. Three of the states participating in the study appropriated state funds specifically to match eight percent funds.

States were fairly evenly divided in how they distributed the eight percent funds through a combination of strategies. In Program Year 1984, over one-third of the states distributed the funds using the Title II-A formula. Just a little under one-third of the states used request for proposals (RFPs) to allocate the resources; and another third used other strategies such as geographic targeting. The three most important factors considered in awarding contracts through RFPs were quality of the training proposed, experience of the proposed contractors and ability to reach the hard-to-serve. Similar to the three percent program, the use of performance-based contracting has been limited. Only four of the participating states used this method to allocate eight percent funds and even then it was limited to 5 to 23 percent of the available funds.

Analysis similar to that conducted for the three percent program was included to examine the relationship between the type of agency administering the service portion of the eight percent program and the method used to distribute the funds. This analysis suggests no relationship between the agency administering the program and the method used to allocate funds. Table 10 presents the distribution of states by unit administering the program and method used to allocate eight percent funds.[4/]

TABLE 10

Distribution of States by Unit
Administering the Eight Percent Program and
Method Used to Allocate Funds

July 1, 1984 - June 30, 1985

Unit Administering the Program (Service Portion)	Method Used for Allocation of Funds: RFP (100%)	Title II-A Formula (100%)	Needs Based Formula (100%)	Other Formula (100%)	Combination of methods	Total
State Employment and Training Unit	3	4	0	5	5	17 (46%)
Other Unit within Department of Labor/Human Resources	1	1	0	0	1	3 (8%)
Vocational Education Unit	1	2	0	1	4	8 (22%)
Other Unit within Depart. of Education	2	4	0	1	2	9 (24%)
Total	7 (19%)	11 (30%)	0 (-)	7 (19%)	12 (32%)	37 (100%)

The methods used by the states to allocate funds were different for the eight percent and three percent set-aside programs. While one-third of the states used a combination of methods to allocate both program resources, the use of RFPs and other formulas was different. One of every five states used

4/ See Technical Appendix for additional statistical results.

needs based formula to allocate 100 percent of the three percent program funds; no state used this method to allocate eight percent funds.

Similarly, the distribution of states by number of SDAs and method used to allocate funds is different for the eight percent and three percent programs. While the two territories and the four single-SDA states included in the study seem to use the same resource allocation methods for eight percent and three percent set-aside programs, the distribution for the other states is different. As in the case of the three percent program, no relationship was found for number of SDAs and method used to allocate eight percent program funds.[5/] Table 11 below summarizes this distribution.

TABLE 11

Distribution of States by Number of SDAs and Method Used to Allocate Eight Percent Program Funds

July 1, 1984 - June 30, 1985

Number of SDAs within the State	Method Used for Allocation of Funds: RFP (100%)	Title II-A Formula (100%)	Needs Based Formula (100%)	Other Formula (100%)	Combination of Methods	Total
Territories	0	0	0	0	2	2 (199%)
Single SDA	2	0	0	1	1	4 (11%)
2-5 SDAs	1	4	0	1	2	8 (22%)
6-11 SDAs	4	1	0	1	1	7 (19%)
12-16 SDAs	0	1	0	4	4	9 (24%)
19 + SDAs	0	5	0	0	2	7 (19%)
Total	7 (19%)	11 (30%)	0 (-)	7 (19%)	12 (32%)	37 (100%)

5/ See Technical Appendix for additional statistical results.

Individuals Served

In the 30 states that were able to provide information on participants, 73,857 individuals were served under the eight percent set-aside program in Program Year 1984. Analysis of the characteristics of program terminees who entered employment suggests that the overall population served under the eight percent education set-aside program is not significantly different from the population served under the JTPA Title II-A. Although more females, fewer minorities and younger individuals were served under the eight percent set-aside program than under Title II-A, the differences are very small. Similarly, no substantial difference seems to exist on the educational level of the populations served under both programs. The data does, however, suggest that during Program Year 1984 fewer public assistance recipients were served under the eight percent education set-aside program (20 percent of terminees who entered employment) than under Title II-A (40 percent of terminees who entered employment). It must be emphasized that these conclusions apply to the overall population served. At this time, it is not possible to disaggregate and compare youth and adult characteristics for individuals participating in the eight percent set-aside program.

Table 12 presents a comparison of terminees who entered employment by characteristics in the eight percent set-aside and Title II-A programs.

TABLE 12

Distribution of Title II-A and Eight Percent Program Terminees Who Entered Employment by Selected Characteristics

July 1, 1984 - June 30, 1985

	Title II-A* (%)	Eight Percent Program** (%)
Sex		
Male	52	46
Female	48	54
Minority Status		
White (not Hispanic)	58	63
Black (not Hispanic)	28	21
Hispanic	10	10
Other	3	6
Age at Enrollment		
14-21 years	36	41
22-54 years	61	58
55 + years	3	1
Education		
Student	8	8
School Dropout	25	28
High School or Equivalent	48	49
Post High School	20	15
Receiving Public Assistance		
Yes	38	23
No	62	77

* All terminees who entered employment.
Job Training Longitudinal Study (JTLS)
U.S. Department of Labor

** NGA Set-aside Program Survey

Further analysis was conducted to determine if the characteristics of the eight percent population for states using performance-based contracting were different than those for states not using this procurement method. Results suggest that more females, more minorities, more public assistance recipients and older individuals were served by states using performance-based contracting than by states not using this procurement method. In addition, it

appears that the population served by states using performance-based contracting is better educated than the population served by states using other procurement methods. These results must be viewed with great caution because only four states used performance-based contracting. Results of the analysis are presented in Table 13.

TABLE 13

Distribution of Eight Percent Program Terminees
Who Entered Employment By Selected Characteristics and Use of
Performance-Based Contract

July 1, 1984 - June 30, 1985

CHARACTERISTIC	State Using Performance-Based Contracting (%)	State Not Using Performance-Based Contracting (%)
SEX		
Male	40	46
Female	60	54
MINORITY STATUS		
White	53	64
Black	28	20
Hispanic	4	11
Other	15	5
AGE AT ENROLLMENT		
14-21 yrs.	30	43
55+ yrs.	69	56
55-64 yrs.	0.2	1
EDUCATION		
Student	13	14
School Dropout	8	23
High School or Equivalent	47	51
Post High School	32	13
RECEIVING PUBLIC ASSISTANCE		
Yes	55	21
No	45	79

Services Being Provided

Analysis of the data suggests that marked differences exist between the services provided under the eight percent and Title II-A programs. While 35 percent of the Title II-A terminees received classroom training during Program Year 1984, over 90 percent of the eight percent nation-wide program terminees in the 30 states from whom information was obtained participated in the same activity during the same period. In contrast, while almost one-quarter of the Title II-A terminees received on-the-job training, only 1 percent did so under the eight percent education set-aside program. Similarly, one out of every five Title II-A terminees participated in job search activities but only three percent of the eight percent program terminees received job search services. In both programs, 9 percent of terminees participated in work experience.

Further, information on eight percent terminees indicates that 15 percent received remedial education, 7 percent received English as a second language training and 4 percent prepared for the high school equivalency test (GED) during Program Year 1984. Table 14 shows a comparison of Title II-A and eight percent program terminees by selected activities.

TABLE 14

Distribution of Terminees
by Program and Activity

Activity	Title II-A* (%)	Eight Percent Program ** (%)
Classroom Training	35	91
On-the-job Training	23	1
Job Search	21	3
Work Experience	9	9

* All terminees
JTLS
U.S. Department of Labor
** NGA Set-aside Program Survey

Not all the states were able to provide information regarding support services. In those states that supplied information, 24 percent of all terminees received transportation services during Program Year 1984 and one out of every six terminees was provided with day care services. On the other hand, only one percent of all terminees received cash assistance and three percent received health care services.

Participant Outcomes

As previously stated, no federal performance standards have been developed for the eight percent education set-aside program. The program's emphasis on basic and employability skills development suggests the necessity of applying multiple performance measures including youth employment competencies and positive termination rates to the program. The entered employment rate for the eight percent programs was 32 percent and the average hourly wage at placement was $5.06.

Analyses similar to the one used for three percent program outcomes were conducted for eight percent program outcomes. Table 15 presents a comparison of eight percent program outcomes by method used to allocate funds. Results are similar to those for the three percent program. States using only formulas or a combination of methods to distribute eight percent funds had a higher entered employment rate than those states using RFPs.

TABLE 15

Comparison of Eight Percent Program Outcomes
by Method Used to Allocate Funds

July 1, 1984 - June 30, 1985

Method Used For Allocation of Funds	Entered Employment Average (%)	Entered Employment Range (%)	Average Hourly Wage Average ($)	Average Hourly Wage Range ($)
RFP (100%)	20	1-50	4.58	4.14 - 4.65
Title II-A Formula (100%)	33	13-45	4.89	4.15 - 6.58
Needs Based Formula (100%)	N/A	N/A	N/A	N/A
Other Formula (100%)	50	23-92	5.74	3.62 - 6.60
Combination of Methods	56	48-58	5.00	4.82 - 5.58

Another analysis was conducted to compare outcomes of states using performance-based contracting and states using other procurement methods. The results of this analysis are presented on Table 16. Although states using performance-based contracting had a higher entered employment rate, the average hourly wage at placement was lower than that of states using other procurement methods. It must be noted that four states used performance-based contracting to allocate eight percent funds and only one provided average hourly wage at placement.

TABLE 16

Comparison of Eight Percent Program Outcomes by Use of Performance-Based Contracting

July 1, 1984 - June 30, 1985

Performance-Based Contracting	Entered Employment Average (%)	Entered Employment Range (%)	Average Hourly Wage at Placement Average ($)	Average Hourly Wage at Placement Range ($)
Yes	49	45-50	4.50*	N/A
No	27	1-92	5.07	3.62 - 6.60

Coordination Activities

States have funded a large array of activities with the coordination portion (up to 20 percent) of the eight percent set-aside program. Technical assistance and training to local education agencies and service delivery areas (SDAs) on how to coordinate education and training services were offered by a large number of states in Program Year 1984. Three states used the coordination funds to develop printed materials and films to be used to promote coordination between education and employment agencies. In addition, at least four states used the coordination funds to develop youth competency programs. Also, four states used these funds to support occupational information systems. Other activities included program development for special populations such as offenders and teenage parents, adult literacy programs, curricula development, training development and demonstration projects.

* Only one state

APPENDIX A

I. LIST OF RESPONDENTS

ARIZONA AZ
ARKANSAS AR
CALIFORNIA CA
CONNECTICUT CT
FLORIDA FL
GUAM GU
HAWAII HI
IDAHO ID
INDIANA IN
IOWA IA
KANSAS KS
KENTUCKY KY
LOUISIANA LA
MAINE ME
MARYLAND MD
MICHIGAN MI
MINNESOTA MN
MISSISSIPPI MS
MISSOURI MO
MONTANA MT
NEBRASKA NE
NEVADA NV
NEW HAMPSHIRE NH
NEW JERSEY NJ
NEW YORK NY
NORTH CAROLINA NC
NORTH DAKOTA ND
OKLAHOMA OK
PENNSYLVANIA PA
UTAH UT
VERMONT VT
VIRGINIA VA
WASHINGTON WA
WEST VIRGINIA WV
WYOMING WY
DISTRICT OF COLUMBIA DC

APPRENDIX A (CONT.)

II. LIST OF RESPONDENTS WHICH PROVIDED INFORMATION ON TITLE II-A PARTICIPANTS 55 YEARS AND OLDER

ARIZONA
CONNECTICUT
GUAM
IDAHO
INDIANA
MAINE
MICHIGAN
MINNESOTA
NEBRASKA
NEW HAMPSHIRE
NORTH CAROLINA
TENNESSEE
UTAH
VIRGINIA
WEST VIRGINIA

APPENDIX B
TECHNICAL APPENDIX

CROSSTABULAR ANALYSIS RESULTS

Three Percent Program.

a) Relationship between agency administering the program and the method used to distribute funds:

CHI-SQ=12.900 SIG=.376 DF=12
CRAMER's V=.341
CONTINGENCY=.508

b) Relationship between number of SDAs and method used to allocate funds:

CHI-SQ=27.593 SIG=.119 DF=20
CRAMER's V=.432
CONTINGENCY=.654

Eight Percent Program

a) Relationship between agency administering the program and the method used to distribute funds:

CHI-SQ=4.639 SIG=.865 DF=9
CRAMER's V=.204
CONTINGENCY=.334

b) Relationship between number of SDAs and method used to allocate funds:

CHI-SQ=28.920 SIG=.016 DF=15
CRAMER's V=.510
CONTINGENCY=.662

Appendix C

Program Descriptions

As part of the survey, NGA requested that the states describe innovative and/or successful set-aside programs. Each state was to use its own criteria to select these programs. The following program descriptions were provided by the respondents.

THREE PERCENT PROGRAM DESCRIPTIONS

Three Percent Older Individuals Set-aside State Arizona

Program Title: 3% Older Workers Program

Program Operator: Cochise County JTPA Administration

Contact:
Name: Jane Basile **Title:** Executive Director

Address: Cochise County PIC, Inc.
P.O. Box V
Bisbee, Arizona **Phone No.** 432-2277

Program Overview: JTPA Administration sub contracts to organizations and/or individuals who provide training to older workers. Primary training areas are : Weaving, Woodworking, and Landscaping.

JTPA Administration provides, through the community college, assistance with business management operating procedures.

Innovative or successful elements: Development of a co-operative (production) & marketing business organization by 10 program graduates.

Size of Program (Number of participants and Funding Level) 22 -$61,8680

Is program evaluation and/or documentation available? Yes X No

Three Percent Older Individuals Set-aside State _____

Program Title: _____

Program Operator: Department of Employment & Training (Lee County)

Contact:
Name: Mr. Al Neuman Title: Director

Title I Section 124

Address: Post Office Box 398

Fort Myers, Florida 33902

Phone No. (813) 332-1232

Program Overview: This performance based contract for $52,840 for the period from October 1, 1984 - June 30, 1985. The program was to train older individuals in the area of services, sales, and clerical position. This was accomplished through pre-employment counseling, Job-seeking instruction and Job Development.

Innovative or successful elements: _____

Size of Program
(Number of participants and Funding Level) The program placed 20 older individuals for $52,840

Is program evaluation and/or documentation available? Yes X No _____

Three Percent Older Individuals Set-aside **State** Louisiana

Program Title: Caddo Council on Aging

Program Operator:

Contact:
Name: Ms. Mary Riffel **Title:** Director, JTPA Older Worker Program
Caddo Council on Aging

Address: 4015 Greenwood Road
Shreveport, Louisiana 71109
Phone No. 318-636-7956

Program Overview: The Caddo Council on Aging is a well rounded agency. Statistics through September, 1985 include: 95 eligible participants, 29 OJT participants, 24 work experience participants, 20 classroom training participants, 46 participants who entered unsubsidized employment, 24 OJT contracts negotiated, 26 work experience contracts negotiated, and 1 classroom training contract. Staff includes a coordinator and 3 job developers covering a 10 parish area (mostly rural). In addition, they have begun a job club. The classroom training contract is a sitter school for 3 Home Health Agencies, with a 70% placement rate. FY 1984-85 was the first full year the Council on Aging offered an employment program.

Innovative or successful elements: The Caddo Council on Aging was the first subcontract to initiate classroom training and job clubs. Other services offered to senior citizens by this agency include: Senior Centers with nutrition sites, home-delivered meals, homemaker services, transportation, Alyheimer's Support Group, Ombudsman Program, Information and Referral, Call-a-friend, and Carrier Alert.

Size of Program (Number of participants and Funding Level) 95 eligible participants (48% placement rate); $219,598.00 through June 30, 1985 (58% spent).

Is program evaluation and/or documentation available? **Yes** X **No** _____

Three Percent Older Individuals Set-aside **State** Maryland

Program Title: Seniors At Work Program

Program Operator: Open Doors Career Center, Incorporated (in conjurction with the Area Agency on Aging and Harford County Government)

Contact:
Name: Vernon Thompson **Title:** Assistant Director, Training Operations
Department of Employment and Training

Address: 1123 North Eutaw Street, Suite 201
Baltimore, Maryland 21201

Phone No. (301) 383-7650

Program Overview: The purpose of the program is to provide pre-employment training for Harford and Cecil Counties residents 55 years of age and over who are currently seeking or wish to seek employment. The five major segments of the program focus on alleviating this group's unemployment training. They are: 1) Personal Development/Evaluation, 2) Job Related Counseling/Job Preparation, 3) Occupational Training, 4) Job Development/Placement, and 5) Evaluation and Follow-up. Eligibile JTPA clients are referred to Open Doors by the local Service Delivery Area (SDA) staff. Services are provided on site at both counties' local senior centers and at Open Doors. Specific classroom training is offered in the following areas: 1) Medical - Geriatric Nursing Assistant, Home Health Care Companion, Adult Day Care, Medical Receptionist; and 2)Clerical / Clerk/Typist and Receptionist/Typist, Cashier's Training, Small Business Workshop.

Innovative or successful elements: The strong connection between the SDA staff and the Program Operator has worked well. Open Doors has admirably worked well in serving participants and meeting their needs.

Size of Program (Number of participants and Funding Level) 20 participants - $33,777

Is program evaluation and/or documentation available? Yes X No ____

BEST COPY AVAILABLE

Three Percent Older Individuals Set-aside **State** Minnesota

Program Title: SS Plus Older Worker Program

Program Operator: Hennepin Technical Centers

Contact:
Name: James Rossbach **Title:** Director of Off Campus and Adult Extension Programs

Address: 1820 North Xenium Lane
Minneapolis, Minnesota 55441

Phone No. (612) 861-7481

Program Overview: Services are provided to residents of Suburban Hennepin County by three agencies: Hennepin Technical Centers, H.I.R.E.D, and Employment Action Centers. Activities include outreach, intake, assessment, job seeking skills, resume writing, job search, job club, competency transfer training, skill training, career exploration, goal setting and networking. Competency transfer training, an innovative component of the program, consists of client evaluation of self, jobs, and opportunities through structured exercises and small group discussions, followed by one to one counseling.

Innovative or successful elements: Competency transfer training, job search workshop and job club provide a high degree of group support and motivation for clients. Classroom training, on-the-job training and supportive services are provided with JTPA Title IIA funds.

Size of Program (Number of participants and Funding Level) 142,675 Budget, plan to serve 123 participants

Is program evaluation and/or documentation available? **Yes** X **No** _____

Three Percent Older Individuals Set-aside State Missouri

Program Title: St. Louis County Older Resident Program

Program Operator: Same

Contact:
Name: Buzz Zeman **Title:**

Address: Department of Human Resources, 555 S.
555 S. Brentwood, P.O. Box 16911
Clayton, Missouri 63105 **Phone No.** (314) 889-3453

Program Overview: The contract required an entered employment cost of an average not to exceed $1,280; an entered employment rate of 75%, and an average wage of $4.29. CORP attained a cost per entered employment of $1,018; an EER of 81%, and an average wage of $5.08.

This program consisted of 25% OJT, and 75% Job Search Assistance (Job Club) training services. It also is only a part of the Older Resident Program operated by the county. In total, it provides very effective services to older county residents.

Innovative or successful elements: Cost of $650 per participant. Allows full-time or part-time participation. It is a part of a much larger, coordinated older person program.

Size of Program (Number of participants and Funding Level) 160 participants at a cost of $103,861.

Is program evaluation and/or documentation available? Yes X No

Three Percent Older Individuals Set-aside **State** Nevada

Program Title: 55 +

Program Operator: Southern Nevada Employment & Training Program

Contact:

Name: David A. Hicks **Title:** Executive Director

Southern Nevada Employment & Training Program

Address: 401 South Third Street

Las Vegas, Nevada 89101

Phone No. (702) 382-3900

Program Overview: Program is designed to meet the special needs of seniors (55 +) now out of work and in a competitive labor market. After verification of eligibility, applicants are scheduled for a one-day Job Search Skills Workshop, consisting of career orientation, self appraisal and job search skills. Test results and occupational possibilities are discussed.

After this, the applicant participates in a Job Club. This Job Club is specifically designed to assist applicants in their job search by sharing job seeking experiences with other applicants. An ongoing assessment of the applicants needs and abilities will continue throughout the days of the Job Club. A great deal of effort is required to overcome low self-esteem. Transportation is the primary support service required for job interviews or Job Club attendance.

Innovative or successful elements:

Counselors and Job Club work exclusively with older workers which enables special emphasis to be placed on the needs of Seniors.

Size of Program (Number of participants and Funding Level)

Is program evaluation and/or documentation available? Yes ____ **No** X

BEST COPY AVAILABLE

Three Percent Older Individuals Set-aside State New York State

Program Title: JTPA 3% System Development and Coordination Model in Rural Area.

Program Operator: Fulton County Office for the Aging

Contact: NYS Office for the Aging

Name: M. Frances Porter Title: Project Assistant

Address: Empire State Plaza, Agency bldg. #2

Albany, New York 12223

Program Overview: Discretionary Model Program funds were awarded on RFP basis for development of demonstration programs. This model program coordinated functions and resources of OAA Title V, Green Thumb, Job Service, Sec. 502e and JTPA to create a fully integrated, comprehensive service delivery system for employment and training oppportunities for rural older persons in a three county rural Service Delivery Area. Through a full time coordinator, the efforts of 3 AAA's, 3 local Employment and Training Officers.Job Service and Green Thumb program services were focused on serving older workers.

Innovative or successful elements: Active Advisory Committee with representatives of each office and agency; integrated funding of OAA Title V, 502e, and JTPA.

Size of Program - (Number of Participants and funding level) $15,000 JTPA

34,594 Title V of 502e

12 participants planned, 15 were served, 14 placed in unsubsidized employment.

Is program evaluation and/or documentation available? Yes X No ___

Three Percent Older Individuals Set-aside — State North Carolina

Program Title: Cooperative Employment for Older Individuals

Program Operator: North Carolina Senior Citizens Federation, Incorporated

Contact
Name: Erata McDougald — Title: Project Coordinator

North Carolina Senior Citizens Federation, Inc.

Address: P. O. Drawer 1455

Henderson, North Carolina 27536

Phone No. (919) 492-6031

Program Overview: The office of the North Carolina Senior Citizens Federation, Inc., in Henderson is nurturing a most interesting enterprise. It is called In-Cahoots, Incorporated. The Federation has renovated and converted a section of its office to house a workshop and retail store which displays products crafted by low-income senior citizens - the owners of In-Cahoots. In-Cahoots is a craft cooperative association created two years ago by the North Carolina Senior Citizens Federation, as an economic development affiliate. It is a non-profit association, made up of member producers who have, for the past two years, received instructional training (under JTPA 3% + 78%) in quality production. A grant awarded through the Job Training Partnership Act to the Federation is being used to provide quality training to cooperative members in on-the-job training, in crafting skills and design, financial management, marketing mechanisms, cooperative concepts and business management. Teddy bears and bunny rabbits and other crafts made by coop members are being shipped and carried to other states such as California, Virginia, South Carolina, and Georgia. Most of the materials for crafts have been donated by companies located in the five county area surrounding Henderson. Business efforts are underway to expand into a larger scale for craft manufacturing for retail stores such as Roses, K-Mart, and J. C. Penney, Inc. -

Innovative or successful elements: The concept was developed to provide the elderly with skills to operate a business and become independent and viable producers. Over 2,000 articles have been produced, some on contract, but mostly sold to the general public through the Roses stores as the major marketing outlet.

Size of Program (Number of participants and Funding Level) The program was designed to serve forty-five (45) older workers by providing quality training in products of marketable craft items. The current funding level for Program Year '85 is $77,521.

Is program evaluation and/or documentation available? Yes X No

BEST COPY AVAILABLE

Three Percent Older Individuals Set-aside State Vermont

Program Title: Vermont Associates for Training & Development

Program Operator: Pat Elmer, President

Contact:
Name: Pat Elmer Title: President

Address: 6 Stebbins Street

St. Albans, VT -5478

Phone No. 524-3200

Program Overview: Special funds provided through the Job Training Partnership Act are dedicated to meeting the employment needs of economically disadvantaged persons over the age of 55 years. After close consultation with the State's Office on Aging and its five Area Agencies on Aging it was decided to contract with the Vermont Associates for Training and Development to spend these special funds. This organization receives Title II funds under the Older Americans' Act and has a long history of helping the mature worker find employment with private-for-profit employers. The Older Workers Program creatively coordinates Job Training Partnership Act funds with those of the Older Americans' Act to enhance the effectiveness of both programs. Combining an assessment process with on-the-job training has allowed many older workers to not only learn how to look for work but actually be hired into unsubsidized jobs. This program is in addition to services provided to people over the age of 55 through the regular Job Training Partnership Act programs.

Innovative or successful elements:

Size of Program (Number of participants and Funding Level) 109 $76,285

Is program evaluation and/or documentation available? Yes x No

Three Percent Older Individuals Set-aside **State** Virginia

Program Title: Older Workers Job Club

Program Operator: Crater Area Agency on Aging

Contact:
Name: Richard Bull **Title:** Executive Director
Executive Director

Address: 120 West Bank Street
Petersburg, Virginia 23803

Phone No. (804) 732-7020

Program Overview: Enrolled 54, Terminated 50, placed in unsubsidized employment 50. Program is administered by two (2) young ladies employed by the aging agency. This program utilizes nine training sites (4 cities and 5 counties). Sites are all in relatively rural areas,and only one is serviced by public transportation. The classroom training component runs four weeks and consists of eight classes (2 a week at approximately 4 hours each in length). Subjects covered include application preparation, resume writing, interview practicing (including video playbacks), proper grooming, attitude and body language, telephone techniques, group and individualized counseling and lots of encouragement.

Innovative or successful elements: Personal concern for participants by the program administrators. Close linkages with other JTPA program operators in the area who frequently give them job referrals they feel are best suited for Senior Workers.

Size of Program (Number of participants and Funding Level) $51,104.00 - Funding level

54 - Enrollments 50 - Unsubsidized Placements

Is program evaluation and/or documentation available? **Yes** X **No** ____

EIGHT PERCENT PROGRAM DESCRIPTIONS

Eight Percent Education Set-aside State Arizona

Program Title: Pima County Handicapped Work Experience Project

Program Operator: Pima County School Superintendent's Office

Contact:
Name: Darleen Videen Title: Project Director
Pima County Handicapped Work Experience Project

Address: Pima County School Superintendent's Office
131 West Congress
Tucson, AZ 85701 Phone No. 792-8451

Program Overview: The Pima County Handicapped Work Experience Project was targeted to serve a minimum of (50) economically disadvantaged handicapped students (learning disabled, emotionally handicapped) who were also potential high-school dropouts. These students had poor attendance records, lacked appropriate grade for age status and had inappropriate learning attitudes. These students received job acquisition skills, job search skills, resume preparation and job appropriate and job maintainance behavior. Each of the participants in this program also received counseling to specifically center on vocational guidance, a vocational evaluation, and were placed in a supervised community work station according to vocational interest.

(continued)

Innovative or successful elements: This program had excellent high school staff and parental involvement as well as good coordination and linkages with other agencies including: agencies working with the handicapped (Rehabilitation and Work

(continued)

Size of Program (Number of participants and Funding Level) 50 participants

$74,600.

Is program evaluation and/or documentation available? Yes X No

Eight Percent Education Set-Aside State Arizona

Program Overview (con't)

Objectives:

75% of the 50 target students improved their school attendance record after participating in the project.

50% of the 50 target students were promoted to the next grade at the end of the school year.

35% of the 50 target students were transitioned into work or other training agencies such as Job Corp, Pima Community College, Adutl Basic Education, etc.

A model alternative vocational education program for high risk students will be delineated for use in high schools. Each component of the project, teacher training, counseling, job experience, parent workshops, will be evaluated.

Innovative or successful elements (cont)

Adjustment Center, Goodwill, Az. Center for the Deaf & Blind); Pima Community College Skill Center, and with Pima County JTPA Employment & Training for the intake and eligibility component of the program. The program also maintained an advisory committee representative of school staff, parents, and business, which met periodically to provide coordination and feedback for project improvement.

Eight Percent Education Set-aside **State** California

Program Title:

Program Operator: Golden Sierra

Contact:
Name: Dolores Garcia **Title:** Executive Director

Address: 11534 C Avenue
Auburn

Phone No. 885-0432

Program Overview: This program would provide educational assessment counseling and tutoring to 24 'hard-to-serve' clients without a high school diploma in order to enable them to pass the GED test. Following assessment, each client would have an individual learning plan developed for them. The program will provide individual tutoring and computer assisted instruction. Plans and progress of each client will be reviewed weekly by the education supervisor. Clients will be served in four groups of six clients each. Group workshops on motivation and vocational exploration will be provided to each group of clients.

Innovative or successful elements: excellent linkages

Size of Program (Number of participants and Funding Level) 24 participants 27,927

Is program evaluation and/or documentation available? **Yes** X **No** _____

Eight Percent Education Set-aside **State** KANSAS

Program Title: Youth and Business Training Program

Program Operator: Independence and Coffeyville High School

Contact:
Name: Roseann Cochran **Title:** Career Coordinator

U.S.D. 446 - Independence High School

Address: 1301 North 10th

Independence, Kansas 67301

Phone No. (316) 331-4115

Program Overview: The Youth and Business Training Program is:

1. A partnership (joint effort) between JTPA, State Department of Education-Vocational Education, the school district, local business and industry. 2. A voluntary non-credit program designed to help students with the transition from school-to-work. 3. Working with 25-35 students who are economically disadvantaged or that have serious barriers to employment. 4. Helping these students obtain satisfactory achievement of the approved pre-employment competencies. 5. Placement of these students in unsubsidized employment, the Armed Forces, advanced training or other appropriate services.

Innovative or successful elements: Has incorporated the State's Youth Competency model and competency profiles.

Size of Program (Number of participants and Funding Level) 20 participants per site

18,350 JTPA

Is program evaluation and/or documentation available? Yes _x_ No _____

BEST COPY AVAILABLE

Eight Percent Education Set-aside State _____

Program Title: High Tech Printing Training

Program Operator: North Florida Junior College

Contact:
Name: Raymond Alexander Title: Dean of Instructional Services

Address: 1000 Turner Davis Drive
Madison, Florida
Phone No.904-973-2288

Program Overview: An economic development project designed to: (1) help persuade out-of-state businesses to relocate in a rural Florida area by providing a complete training program for all new employees; (2) develop and implement a high tech printing training program for 90 participants to be placed in permanent employment by newly relocated high tech printing firm; (3) coordinate pre-training and training activities in California, Kansas, Georgia, Florida and Massachusetts; (4) coordination of agency activities involved in training, including these agencies: Job Service of Florida, local Chambers of Commerce, Florida Industry Services, North Florida Junior College, Lively VoTech Center, the Office of Senator Grant, the office of Governor Bob Graham, the City of Madison and the business involved.

Innovative or successful elements: (1) Coordination of agencies funding and training activities on an exemplary level, (2) Development of attractive vocational training opportunities as an incentive for business relocation.

Size of Program
(Number of participants and
Funding Level) Section 123 participation and funding level included $82,300 for 90 participants.

Is program evaluation and/or documentation available? Yes X No _____

Eight Percent Education Set-aside State Kentucky

Program Title: Adult Literacy Program

Program Operator: Department of Education

Adult and Community Education

Contact:

Name: Sharon Darling **Title:** Director, Adult and Community Education

Address: Department of Education 17th Floor

Capital Plaza Tower Frankfort, Kentucky

40601 **Phone No.** 564-4201

Program Overview: Subgrantees provide literacy training to JTPA eligible persons 16 years of age or older not enrolled in a regular secondary program and whose functional level is below 8.9 grade level. Adult education organizes its part-time classes in three hour units at adult learning centers across the state with aproject duration of approximately 50 weeks. Students are tested at 75 hour intervals to determine grade level gain. This is a 900 slot program to serve approximately 1800 persons at a total program cost of $882 per slot and a training cost of $802 per slot. This delivery system consists of part-time classes and learning centers.

Innovative or successful elements: (1) Partnership with Dept. of Education/Dept. for Employment Services/Adult Basic Education. (2) Provision for payment of GED test fee. (3) Addition of Models and mentors Program for basic employability skills. (4) Program recruiters to go out to secure participants. and to provide community public relations for the program.

Size of Program (Number of participants and Funding Level) 900 slots $787,187.00 funding

Is program evaluation and/or documentation available? Yes X No

Eight Percent Education Set-aside **State** Maryland

Program Title: Project High Hopes

Program Operator: Montgomery County Public Schools

Contact:
Name: Lois P. Parker **Title:** Coordinator for Career Education

Address: 850 Hungerford Drive
Rockville, Maryland 20850

Phone No. (301) 279-3496

Program Overview: Project High Hopes is designed to meet the Service Delivery Area administrative entity and local school district identified service needs to improve youth career awareness, career motivation and aspirations, decision-making, job seeking skills, and ability to compete within the marketplace. The project provides career exploration, career planning, computer literacy and pre-employment training services within the school and business community settings. The project emphasis is on encouraging economically disadvantaged youth to continue their education and strive to meet their career potential. The project utilizes a competency-based program model with explicit standards of performance delineated for career awareness and decision-making, computer literacy, and pre-employment skills.

Innovative or successful elements: (1) a well-developed business/industry/government mentorship component, (2) a speakers program, (3) site visitations to college compuses, technical schools, JTPA programs, and (4) a computer literacy component to provide youth with awareness level skills necessary to gain a competitive edge in the marketplace.

Size of Program (Number of participants and Funding Level) 35 youth, a large number of whom are economically disadvantaged non-native speakers of English demonstrating limited langauage proficiency $31,782.00.

Is program evaluation and/or documentation available? **Yes** X **No** _____

Eight Percent Education Set-aside State Michigan

Program Title: State JTPA Education Coordination & Grants Program

Program Operator: Michigan Department of Education

Contact:
Name: Richard A. Jackson Title: Supervisor

Adult Occupational Instructional Program, Adult Extended Learning

Address: 608 West Allegan, Box 30008 , Ottawa State Office Building,

South Tower, Lansing, MI 48909

Phone No. (517) 373-3395

Program Overview: The Michigan JTPA 8% Program can be highlighted by a unique 24 month State/Local coordinative effort. The Michigan State Board of Education set forth the policy that local educational sector representatives would have involvement in the development of each of the 26 Michigan Service Delivery Area Cooperative Agreements. Educators along with JTPA officials have therefore produced annual "Plans of operation and training" whereby 40% of all training monies must be expended for State Board of Education initiatives: programs serving one or more of the following: the handicapped, the drop-out, the drop-out prone or "hardest to serve adults."

Innovative or successful elements: The majority of the 26 Cooperative Agreements are spending 100% of their funds on State Board of Education initiatives. The handicapped and drop-out population has received major attention.

Size of Program (Number of participants and Funding Level) 3,062 adults and 3,986 youth, - plus 1,666 handicapped youth totaling 8,714 clients - $6.5 million

Is program evaluation and/or documentation available? Yes X No

Eight Percent Education Set-aside **State** Minnesota

Program Title: FOCUS

Program Operator: City of Duluth Service Delivery Area

Contact:
Name: Julie Smith **Title:** Director

Address: Room 332, City Hall
Duluth, Minnesota 55802

Phone No. (218) 723-3771

Program Overview: Focus is a joint effort between the City of Duluth, SDA, the Duluth School District and area chemical dependency treatment centers to provide services to clients in chemical dependency treatment programs. Clients enrolled in the program are provided with career planning including vocational assessment, goal setting and career information; counseling and group support focused on career choice and job seeking/job seeking skills; basic skills assessment; and remedial training as needed. An advisory council was established to oversee the project. Advisory members include JTPA, Duluth AVTI, Duluth Public Schools, Vocational Rehabilitation, the Ordean Foundation, and Duluth Treatment Centers and halfway houses.

Innovative or successful elements: Providing career counseling services at chemical dependency treatment centers is innovative, clients making satisfactory progress were enrolled into JTPA Title IIA programs, there was a high degree of coordination among the agencies involved in the program and partial funding was provided by a private foundation.

Size of Program (Number of participants and Funding Level) 56 participants were served with total expenditures of $24,462.

Is program evaluation and/or documentation available? Yes X No

Eight Percent Education Set-aside State Missouri

Program Title: Customized Training

Program Operator: Missouri Division of Manpower Planning

Contact:
Name: Belinda Montague Title:

Chief, Customized Training

Address: Missouri Division of Manpower Planning,

221 Metro Drive, Jefferson City, Missouri 65101

Phone No. (314) 751-4750

Program Overview: As the name implies, "Customized" Training is training designed to meet an individual employer's or group of similar employers' specific training needs. Working with new and expanding Missouri businesses, Customized Training allows for maximum flexibility in designing employment and training programs. Training projects often include classroom training where trainees learn technical aspects of the job, as well as on-the-job training where trainees learn job skills through demonstration and practice at the work place.

Innovative or successful elements: Development of Customized Training Projects coordinated between the Missouri Division of Manpower Planning, Missouri Department of Elementary and Secondary Education, Missouri Department of Economic Development, and Private Industry Councils.

Size of Program (Number of participants and Funding Level) $4,384,975 (nine-month transition year carryover plus PY'84 Allocation) 1,199 participants served.

Is program evaluation and/or documentation available? Yes X No

BEST COPY AVAILABLE

Eight Percent Education Set-aside **State** Nevada

Program Title: Single Parent Center for Career and Life Planning

Program Operator: Northern Nevada Community College and
Job Opportunities in Nevada (JOIN), Branch Office, Elko

Contact:
Name: Jerry Nielsen **Title:** Coordinator, JTPA
Department of Education

Address: State Mailroom
Capitol Complex
Carson City, Nevada **Phone No.** (702)885-3133

Program Overview: Program is designed to meet the educational needs of income eligible single parents with minor children living at home in rural Nevada. Elko has a population of approximately 10,000. Most of the participants live in Elko. The participants will receive access to Plato, Apple and developmental educational materials within various educational clusters such as Accounting, Forestry, Auto Mechanics, Electronics and Clerical. participants are enrolled in limited work experience to provide income and practical application of new skills. Wide community support has offered participants experience in a variety of local businesses. A Child Care Center at the College (NNCC) provides for dependents during the day.

Innovative or successful elements: Broad based community support and open entry classes have made the program successful and flexible.

Size of Program (Number of participants and Funding Level) 25 each semester total 50.
$64,050

Is program evaluation and/or documentation available? Yes X No

Eight Percent Education Set-aside State New Jersey

Program Title: Computer Repair Training Program for Welfare Mothers (WIN)

Program Operator: Middlesex County College

Edison, New Jersey

Contact:

Name: Dr. Rose Channing Title: President

D.J. Cullinane

Address: Middlesex County College - CN 61

Woodbury Avenue

Edison, New Jersey Phone No. (201) 548-6000 Ext. 350

Program Overview: The program is designed to provide education and training for WIN eligible women in the non-traditional/technical area of computer repair, job search and interview skills. Graduates will be qualified for positions in repairing electronic equipment such as computers and micro processors.. In addition, they will be prepared to test electronic components and circuits to locate defects using oscilloscopes, signal generators, ommeters and volt meters. The "Coalition of 100 Black Women" will provide counseling to participants to build and strengthen attitudes, beliefs and values to aid in their development and achievements.

Innovative or successful elements: The goal of the program is to provide educational/technical training to WIN mothers in a non-traditional occupational field which is projected to have an open job market.

Size of Program (Number of participants and Funding Level) Number of Participants - 30

Funding $57,998

Is program evaluation and/or documentation available? Yes X No

Eight Percent Education Set-aside

State New York

Program Title: State Education and Employment Demonstrations (SEED) Prog.

Program Operator: New York State Education Department
(Programs funded in 20 agencies)

Contact:
Name: Walker Crewson Title: JTPA Coordinator

Address: New York State Education Department
Rm. 375 EBA Albany, NY 12234
Phone No. (518) 474-2465

Program Overview: The SEED Program is designed to encourage the development of model projects that demonstrate innovative ways to better utilize the resources of education in support of JTPA goals. Three priority areas were identified in PY 1984: MOdels that provide comprehensive services to most-in-need segments of the JTPA populatin such as dropouts, teenage parents, the handicapped, displaced homemakers, etc; models that link JTPA funds with other funding sources; and models that use technology to better serve JTPA clients. Projects may address one or more of the three priorities.

Innovative or successful elements: This program allows far more intensive and varied services to clients with major barriers to employment. Under JTPA system these clients often cannot be served due to high cost and low placement potential which would aversely affect an SDA's performance voting.

Size of Program (Number of participants and Funding Level) Funding level $1.2 million, 20 projects (list attd) serving approx. 500-700 participants.

Is program evaluation and/or documentation available? Yes x No

Eight Percent Education Set-aside State of North Carolina

Program Title: Extended School Day (Education for Employment)

Program Operator: N. C. State Board of Education

Contact:

Name: Dennis Davis Title: Director, Division of Support Programs

Address: Department of Public Instruction

Education Building/Raleigh, N.C. 27611

Phone No. (919) 733-7665

Program Overview: The primary goal of the Extended School Day Program (ESD) is to provide the economically disadvantaged youth, ages 16-21 who have dropped out of school and potential school dropouts, the opportunity to obtain their high school diploma while working full or part time.

The objectives of the program are:

(1) to provide for the teaching of regular school classes or courses during the afternoon or evening to accommodate the students who work during regular school hours

(2) to design a curriculum to meet the individual needs of the participants in order for them to gain the necessary credits for high school graduation

(3) to identify job work sites for possible job placement of student participants

Innovative or successful elements: The classes are taught during late afternoon or evening hours to accommodate student participants who work during the regular school day.

Size of Program (Number of participants and Funding Level) 682 participants

Funding level $943,691

Is program evaluation and/or documentation available? Yes x No

Eight Percent Education Set-aside **State** Vermont

Program Title: Adult Diploma Program
Adult Vocational Education

Program Operator: Department of Education

Contact:
Name: Gerard Asselin **Title:** Director, Adult & Voc. Ed.

Address: Department of Education
120 State Street
Montpelier, VT 05602

Phone No. 802/828-3131

Program Overview:

Adult Diploma Program: The Adult Diploma Program is a competency-based assessment system that offers adults the opportunity to earn a high school diploma upon documentation of required competencies. The program provides for the diagnosis of educational deficiencies, learning plan recommendation and educational counseling. The Adult Diploma Program ties in closely with the Work Incentive Program and Adult Basic Education. Its primary goal is to reduce a major barrier to employment for many adults, the lack of a high school diploma. During the first nine months of JTPA in Vermont, 100 adutls received high school diplomas; during Program Year 1984 another 120 adults ranging in age from 18 to 79 received their diplomas.

Adult Vocational Education: Lack of vocational training is a major employment barrier for unemployed or underemployed adults. Vocational training is beyond the reach of many adults most in need of this training for a variety of reasons. Adult vocational coordinators/mentors worked with adults individually to help them to identify goals for education and work and to identify arriers to achieving these goals. The coordinators/mentors also worked with area vocational centers and other sources of vocational training in the community to meaningful training programs available to the adult participants. (Over)

Innovative or successful elements:

Size of Program (Number of participants and Funding Level)

Adult Diploma Program- 230
$90,747 8%

~~Adult Vocational Education - 113~~
$100,157

Is program evaluation and/or documentation available? Yes X No

BEST COPY AVAILABLE

Eight Percent Education Set-aside State Virginia

Program Title: State Education Grant

Program Operator: Virginia Department of Education
P. O. Box 6-Q, Richmond, VA 23236

Contact:
Name: Ronald H. Chandler **Title:** Associate Director of Vocational Education for Employment Training

Address: P. O. Box 6-Q, Richmond, VA 23236

Phone No. (804)225-2077

Program Overview: By Executive Order the Department administers and contracts for all of the 8% programs. State staff provides administrative and technical assistance to all 8% program operators. Assistance is also provided to SDAs and other programoperators if requested. Funds available for services in each SDA is based on similar formula as Title II-A formula

Innovative or successful elements: Skills Center that provide total service to trainees. In-school drop-out prevention programs and in-service training for Employment and Training personnel.

Size of Program (Number of participants and Funding Level) Approximately $2.3 million for 2000 trainees

Is program evaluation and/or documentation available? Yes X No

Eight Percent Education Set-aside State Washington

Program Title: Community Learning Center

Program Operator: Northwest Washington PIC and the
Anacortes School District

Contact:
Name: Gay Dubigk Title: Administrator

Address: P.O. Box 2009
Bellingham WA 98227

Phone No. (206) 671-1660

Program Overview: Please contact the NW Washington PIC for information

Innovative or successful elements:

Size of Program
(Number of participants and
Funding Level)

Is program evaluation and/or documentation available? Yes _____ No _____